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ABSTRACT

This module presents results of a demonstration project investigating portfolio assessment uses in adult basic education and English as a second language. It describes how to use the approach to design a portfolio assessment plan in any chosen subject area. Section I provides an overview and reviews the project framework. Section II focuses on development of the model, including proficiency guidelines and assessment plan. Section III is on evaluation of the demonstration project. Section IV provides a "hands-on" type of activity to guide the reader through the process of actually developing an assessment plan. Section V addresses storage and ownership issues. Section VI, Closing Thoughts, is followed by the attachments, materials to which the module makes reference. These include the framework of the portfolio model; the project overview; a general description of the use of the assessment plan, performance assessments and development of the portfolio; proficiency guidelines used in the project; comparison of proficiency levels and standard grade levels; the assessment plan developed for this project; reading and writing rubrics; feedback guides; the final report; and activities to develop an assessment plan (Section IV). (YLB)

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ED 393 016

Portfolio Assessment

Elizabeth Staehler

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PORTFOLIO ASSESSMENT

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Published 1994

Demonstration Project
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Portfolio Assessment

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Purpose of this Module:

Portfolio Assesment is a broad area of study, with the capacity for incorporating many different approaches. The purpose of this module is to present the results of a specific demonstration project investigating portfolio assessment. The module will present one of many approaches to portfolio assessment and will describe how to use the approach to design a portfolio assessment plan in a subject area of your choice.

Consider how the module relates to your own purposes as you work through the material. Write down any questions you have as you go through the material. As you complete the module, you will be asked to read a variety of attached documents. It is important to read these documents in the order required to maintain context. As you read, try to think of specific situations where you could use the model. Section four, "Practical Application: How to Develop an Assessment Plan" includes a "hands-on" type of activity to guide you through the process of actually developing an assesment plan.

I. Background and Overview

1. A Request For Funding Proposal was written and submitted in December 1992. The proposal requested funds for instituting a demonstration project during the 1993-94 school year.

2. Demonstration projects pilot test innovative practices. This one was geared towards implementing portfolio assessment at the ESL and 0-5 ABE Level.

3. The project was limited to Reading and Writing content areas at the ESL and 0-5 ABE level. Before getting into the specifics of the plan, take a moment to review the framework of the plan (Attachment A) , later we will begin to analyze its parts. After reviewing the framework, read through the Project Overview (Attachment B).

II. The Portfolio Model

Now, that you've read the Overview and reviewed the project framework, we'll work in reverse of the big picture. Begin by reading a general description of how to use the plan (Attachment C).

A. Development of the Model

In beginning the development of the plan, I began thinking about:

1. What skills are essential to our students at this level?
2. Contrived Reading vs. Real Reading
3. Providing Real Life Activities: transfer of learning to real life
4. Standards - internal and external

I needed help in developing the plan. I turned to universities that were already using similar approaches. I found:

1. Proficiency Guidelines

a. Proficiency guidelines (external standards) for global assessment were already in place and being used at Marquette University. Marquette uses guidelines for Reading and Writing proficiencies developed by the U.S. Department of Education. I talked to a language professor, Dr. Barry Velleman, who told me about what his department was doing and sent me a copy of the guidelines. He was very enthusiastic about the ability to assess actual performance and emphasized the importance of assessing what a student can DO. He also emphasized the importance of teacher judgement in assigning proficiency levels (as opposed to not giving teachers the role as judges and giving it to testing services and their test-makers, instead). This professor referred me to Alverno. He encouraged me to attend an Alverno workshop on portfolio assessment.

b. After reviewing the proficiency guidelines used at Marquette, I decided to adapt them for use in this project. Based on previous research, I found that developing external standards to grade finished portfolios against, was one of the most difficult parts of instituting portfolio assessment. External standards are difficult to develop because they must clearly describe broad categories of

behavior. I didn't want to re-invent the wheel unless I absolutely had to. I was very fortunate to have been referred to these guidelines. The proficiencies required a slight adaptation to fit our situation.

c. Proficiency guidelines require teacher judgement in assigning a level to a finished portfolio. Dr. Velleman advised that teacher training is helpful in gaining consistency and consensus when actually using the guidelines to assign levels. Take time now to review the proficiency guidelines used in this project (Attachment D).

d. Grade Levels vs. Proficiencies - Read through the description of Grade Levels vs. Proficiency Levels (Attachment E). Basically, this provides a breakdown of the differences between standard grade equivalent scores and proficiency levels. Both types of assessment include assigning levels; however, the basis on which they are assigned is different. Levels based on the proficiency guidelines are based on evidence of real performance in multiple contexts.

2. Assessment Plan

a. Alverno was very helpful in providing examples of how to go about developing a plan for portfolio assessment. I attended a workshop and was given real examples of portfolio assessment in action. Alverno has used this type of assessment since the 1970's and has worked closely with the community, including the business community, to tailor their curriculum and keep it current.

b. I used Alverno's framework for writing the assessment plan. In drafting the plan, I essentially worked in reverse from the proficiency guidelines. Take time to review a copy of the assessment plan developed for this project (Attachment F).

c. Contrived Rdg To Real Rdg - There IS a difference. Students at this level need the very basics and the very basics are given in contrived reading activities.

However, once a student has mastered reading contrived passages, they should be given the opportunity to practice reading through use of real reading materials. Real reading includes news articles, brochures, etc. as described in the plan.

d. Why taping? - Taped reading requires students to record themselves in reading of passages. Taped reading provides evidence of reading performance. It answers the question, "Can this student read this passage and provide evidence that he can read it?" Taped readings are especially valuable for ESL students who need to listen to themselves speak. Many ESL students are concerned with their pronunciation and practicing on tape allows them the opportunity to evaluate their pronunciation and improve upon it. In addition, many ABE students express a desire to improve their speech: mumbling, incomplete pronunciation, etc.

Remember, providing <u>evidence</u> of satisfactory performance is a goal of portfolio assessment.

e. Writing Using Process - Students, even at the most basic level, are encouraged to develop writing skills by actually writing...and using a process for thinking about how to write. This is not an easy task for students or teachers and it is a task that is often avoided by students and teachers because of the difficulty <u>in getting started</u>. However, the teaching of writing should be done even at, and especially at, lower levels of ability. This requires much effort both on the part of the student and the teacher.

f. Scoring Rubrics and Feedback Guides - Assignments are scored using rubrics. Rubrics are scoring guides that list specific criteria (internal standards) to

meet objectives of the assessment plan. Review the Reading and Writing Rubrics (Attachment G).

g. Feedback and Reflection Guides - After the student completes an assignment and scores it using the rubric, feedback and self-reflection is encouraged. It is important to note that feedback needs to be SPECIFIC - students want it and appreciate it. Feedback can promote student ownership of the learning process. Two-way feedback and self-reflection should be encouraged. Teachers give feedback to the students and students should be encouraged to give brutally honest feedback to the teacher so that, ultimately, intructional delivery can be continously improved. Review Feedback Guides (Attachment H).

III. Evaluation of the Demonstration Project

Mid-term and final evaluations were conducted. Project results, including benefits, limitations, and plans for improvement were clearly detailed. Take time to read through the final report (Attachment I).

IV. Practical Application - How to Develop an Assessment Plan

Now that you have some background knowledge regarding the project, try to develop an assessment plan for use in your teaching situation. This unit will take you step-by-step through the "how to" of developing a plan. Read and begin to complete the activities in Attachment J.

V. Storage and Ownership Issues

Before beginning portfolio assessment, answer the following questions:

1. Who will have access to the portfolios? Confidentiality is a concern. Portfolios should be kept in a locked cabinet. Only the students and teachers involved in portfolio assessment should have access to the contents of the portfolios. This information can be sensitive. Adults who are learning to read and have taken the risk of putting their readings on tape prefer to know that a ilmited number of people will have access to the tapes and other portfolio contents. Further, the more people that are allowed to go through the contents of the portfolios, the more disorganized they become. As you will discover, organization becomes very important in torms of easy access to portfolio contents as you are using them. The more people allowed access, the more disorganized portfolios become.

2. Who will have ownership of portfolio contents? Student only? School and student? Agency and student? Any combination of the above? This needs to be agreed upon from the start. Students should be asked exactly how they want to deal with this issue. If they want to keep the portfolio contents at the end of the year, then during the year, you will need to set up a system for duplicate copies of finished work. It's easier to do this duplication during the year. Do NOT wait until the end of the year when you will have the potential for several completed portfolios requiring duplication.

VI. Closing Thoughts

After completing this module, you should have a basic understanding of the major concepts and skills required of this portfolio model. It is up to you to decide what to do with this information at this point. To begin the process of building your skills using portfolio assessment, here are some suggestions:

1. Try teaching or explaining the portfolio assessment model to a colleague whom you feel would benefit from a general overview.

2. Try applying the model to a new situation or problem. Keep trying to apply the model concepts and keep asking questions on how it relates to the instructional situations you encounter.

3. Keep this module handy and use it to guide you through new projects.

4. Read articles that describe various forms of portfolio assessment.

In conclusion, this model is a systematic approach to portfolio assessment but it is not inflexible. Within the general framework, various methods can be used to carry out the basic steps of the model. The model can also be applied to a range of delivery systems or instructional settings. It is the systematic yet flexible nature of the model that makes it applicable to many types of instructional situations.

FRAMEWORK OF PORTFOLIO MODEL

1. Identify essential skills
2. Provide instruction: meaningful learning activities
3. Assess based on performance: what can student DO as a result of instruction?
4. Score performance using rubrics (internal standards)
5. Provide specific feedback on performance: analysis and self-reflection
6. Provide opportunities for practice: repeat performances/multiple contexts
7. Collect evidence of "best efforts" in a portfolio
8. Evaluate contents of portfolio using proficiency guidelines (global assessment/external standards)

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PORTFOLIO MODEL

Developed by Elizabeth Staehler

Gateway Technical College

December, 1993

OVERVIEW

The portfolio model is to be used to reveal to the student and instructors, through the observation of multiple examples of performances, in different times and contexts, how the student is developing as a learner. It consists of a variety of performance-based assessments and uses specific criteria and authentic (real life) materials/activities. Implementation of the project began in January, 1994 and focused on a sample group of ESL students as well as students in the CSR/ABE lab who read below the 5th grade level. This portfolio model is designed to serve the practical instructional and evaluation needs of the teacher and student. It is designed to provide useful information to both the teacher and the student.

"Best of" work samples of completed Reading and Writing assessments are collected in a portfolio. Assessments are scored using specific criteria that is shared with the student before and during completion of the assessment. Therefore, the student knows exactly what is expected of them and what constitutes an excellent performance AND the teacher knows what is expected of her and what constitutes excellent student work.

For example, one of the assessments in the Writing portion of the project requires the student to write a variety of letters (personal, business, etc.). For every letter the student writes, the student, along with the teacher, scores the completed assessment based on specific criteria, written specifically for the

assessment, that IS SHARED with the student before and during completion of the assessment. The students understand, UP FRONT, the criteria and then try to match it. The specific criteria identifies what elements are essential for an excellent letter. For instance, does the letter make sense? Did the student include all the necessary parts such as date, greeting, closing? Did the student make accurate use of writing mechanics such as capitalizing proper nouns, the greeting, closing, etc.? Did the student attach evidence of review/revision? The criteria for each assessment is very SPECIFIC so that the student and teacher know EXACTLY what is expected of them. The focus is on producing a QUALITY piece of work. Points are given for criteria met and a grade is assigned according to a point system.

After the student and teacher complete the scoring rubric, they complete a feedback/reflection guide together. This requires the students to reflect on their performance and requires teachers to give SPECIFIC feedback . In this regard, the students begin to see the value in self-evaluation as a tool to promote learning. They begin to see the importance of learning through evaluation. Evaluation becomes meaningful.

After the student has collected a semester's worth of work in the areas of Reading and Writing, the portfolios are collected and teachers evaluate each portfolio as a whole using Reading and Writing proficiency guidelines. These proficiency guidelines describe levels of real performance. The levels are narrated in a very specific manner and allow teachers to compare contents of a portfolio to specific descriptions of proficiency. A level of performance can then be assigned to the portfolio.

In summary, the portfolio model is designed:

1. To show "best efforts"
2. To be used for global assessment based on proficiency guidelines

3. To utilize multiple measures of evaluation
4. To improve instruction and student performance
5. To encourage instructional and curriculum evaluation
6. To provide documentation of development
7. To require student self-assessment/feedback
8. To require specific teacher feedback
9. To provide meaningful instruction and evaluation
10. To diagnose learning needs

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December, 1993

Use of Assessment Plan, Performance Assessments and Development of Portfolio

Rationale Behind the Plan:

There is a certain amount of futility in trying to "teach it all." Therefore, the assessment plan addresses general abilities that include essential skills which transfer easily to contemporary, real life. For example, there are two categories of Reading abilities: Contrived Reading and Real Life Reading. Once students have mastered very basic Reading skills using contrived instruments/contexts; it is essential to make the assessments more authentic by providing "real life" instruments/contexts. All of the components in the Writing Abilities are based on use of authentic, real life instruments/contexts.

Multiple measures more accurately reflect what students can consistently DO. Therefore, students are given multiple performance assessments using a variety of instruments/contexts. What the student/teacher choose as "best" work samples, within a variety of instruments/contexts, is included in their final portfolio.

Teaching Methods:

Teachers have flexibility in "how" they teach. For example, teachers could present specific skills using small groups, computer-based instruction, dictation, transcription, and so on. However, after receiving instruction, all students must demonstrate use of skills by completing performance assessments utilizing the instruments/contexts described in the assessment plan.

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December, 1993

Selection of Performance Assessments:

The teacher and student make decisions regarding which performance assessments to complete. For example, if a teacher determines that a student comes with the ability to write lists successfully, the student attempts performance assessments using more advanced instruments/contexts. Similarly, if a student comes with the ability to read a list of basic sight words, the teacher makes a determination to assign the student a performance assessment using another instrument/context.

Procedure For Administering Performance Assessments:

Before the start of each performance assessment, the teacher explains a scoring rubric to be used for evaluating the activity. Then the student attempts to match the criteria as the performance assessment is completed.

In promoting successful completion of the performance assessment, the teacher can:

1. Be creative in the presentation of instruments/contexts
2. Share models of excellent and poor performance
3. Be flexible in meeting student needs
4. Provide adequate feedback/prompts relative to how the assessment is moving towards meeting the criteria, without actually correcting the student's work.

Upon completion of the performance assessment, the student and teacher complete a feedback and reflection guide. Completion of this guide is the most important link to improving instruction and student performance. The student must understand the importance of self-evaluation as a tool to promote their

learning. Further, the teacher must understand the importance of giving useful, specific, feedback to improve student performance and, ultimately, instruction.

A completed Writing performance assessment includes:

1. Evidence of the completed performance assessment including evidence of review/revision
2. A completed Scoring Rubric
3. A completed Feedback/Reflection Guide

A completed Reading performance assessment includes:

1. Evidence of the completed performance assessment: on tape
2. A copy of the completed Reading passage and questions
3. A completed Scoring Rubric
4. A completed Feedback/Reflection Guide

Development of Portfolio:

During the semester, the teacher and student collect finished performance assessments in an "accordian" type of folder called a "portfolio." These portfolios are stored in a locked cabinet in a central location.

At the end of each semester, the teacher and student decide which completed performance assessments reflect "best" efforts. "Best" efforts are contained in the final portfolio submitted at the end of the semester for global evaluation. These "best" efforts are assessed, by two instructors, against external standards or proficiency guidelines. Then, a general level of proficiency is assigned to the finished portfolio.

Adapted from Source: ACTFL - February 1989
(product of grants from U.S. Dept. of Education)

WRITING

Proficiency Guidelines

Guidelines represent a hierarchy of global characterizations of integrated performance in reading and writing. Each description is a representative, not an exhaustive, sample of a particular range of ability moving from simple to more complex. These guidelines identify stages of proficiency and are intended to allow assessment of what an individual can and cannot do. These guidelines are intended to be used for global assessment.

WRITING

Level 1A Able to form some letters in an alphabetic system.

Level 1B Able to copy or transcribe familiar words or phrases and reproduce some from memory.

Level 1C Able to write simple fixed expressions and limited memorized material and some recombination thereof.

- Can supply information on simple forms and documents.
- Can write names, numbers, dates, and nationality and other simple auto-biographical information as well as some short phrases and simple lists.
- Can write all symbols in alphabet.

Level 2A Able to meet limited practical writing needs.

- Can write short messages, postcards, and take down simple notes, such as telephone messages.
- Can create statements or questions.
- Material produced consists of recombination of learned vocabulary and structures into simple sentences on very familiar topics.
- Use of language is inadequate to express in writing anything but elementary needs.
- Frequent errors in grammar, vocabulary, punctuation, spelling, but writing can be understood.

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Level 2B Able to meet a number of practical writing needs.

- Can write short, simple letters. Content involves personal preferences, daily routine, everyday events, and other topics grounded in personal experience.
- Can express present time or at least one other time frame or aspect consistently.
- Evidence of control of the syntax of noncomplex sentences.
- Writing tends to be a loose collection of sentences or sentence fragments on a given topic and provides little evidence of conscious organization.

Level 2C Able to meet most practical writing needs and limited social demands.

- Can take notes in some detail on familiar topics and respond in writing to personal questions.
- Can write simple letters, brief paraphrases, summaries of biographical data, work and school experience. Some precision is displayed; where tense forms are produced rather consistently, but not always accurately.
- An ability to describe and narrate in paragraphs is emerging. Rarely uses basic cohesive elements, such as pronoun substitution or synonyms in written discourse. Writing, though faulty, is generally comprehensible.

Adapted from Source: ACTFL - February 1989
(product of grants from U.S. Dept. of Education)

READING

Proficiency Guidelines

Guidelines represent a hierarchy of global characterizations of integrated performance in reading and writing. Each description is a representative, not an exhaustive, sample of a particular range of ability moving from simple to more complex. These guidelines identify stages of proficiency and are intended to allow assessment of what an individual can and cannot do. These guidelines are intended to be used for global assessment.

READING (These guidelines assume all reading texts to be authentic and legible.)

Level 1A Able occasionally to identify isolated words and/or phrases when strongly support by context.

Level 1B Able to recognize the symbols of an alphabetic writing system. The reader can identify an increasing number of highly contextualized words and/or phrases.

- Material understood rarely exceeds a single phrase at a time, and rereading may be required.

Level 1C Has sufficient control of the writing system to interpret written language in areas of practical need.

- Where vocabulary has been learned, can read for instructional and directional purposes standardized messages, phrases or expressions, such as some items on menus, schedules, timetables, maps, and signs.

- At times, but not on a consistent basis, the Level 1C reader may be able to derive meaning from material at a slightly higher level where context and/or background knowledge are supportive.

Level 2A Able to understand main ideas and/or some facts from the simplest connected texts dealing with basic personal and social needs.

- Texts are linguistically noncomplex and have a clear underlying internal structure, for example chronological sequencing.

- Texts impart basic information about which the reader has to make only minimal suppositions or to which the reader brings personal interest and/or knowledge.

- Examples include messages with social purposes or information for the widest possible audience, such as public announcements and short straightforward instructions dealing with public life.

- Some misunderstandings will occur.

Level 2B Able to read consistently with increased understanding simple connected texts dealing with a variety of basic and social needs.

- Texts are still linguistically noncomplex and have a clear underlying internal structure.

- Texts impart basic information about which the reader has to make minimal suppositions and to which the reader brings personal interest and/or knowledge.

- Examples may include short, straightforward descriptions of persons, places, and things written for a wide audience.

Level 2C Able to read consistently with full understanding simple connected texts dealing with basic personal and social needs about which the reader has personal interest and/or knowledge.

- Can get some main ideas and information from texts at the next higher level featuring description and narration. For example, simple short stories, news items, social notices, personal correspondence, routinized business letters and simple technical material written for the general reader.

- Structural complexity may interfere with comprehension; for example, basic grammatical relations may be misinterpreted and temporal references may rely primarily on lexical items.

- Has some difficulty with the cohesive factors in discourse, such as matching pronouns with referents.

- While texts do not differ significantly from those at more advanced levels, comprehension is less consistent.

- May have to read material several times for understanding.

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December, 1993

A COMPARISON OF PROFICIENCY LEVELS AND STANDARD GRADE LEVELS

Proficiency Levels:

1. Describe **real** performance based on **multiple** measures

2. Describe what a student can **DO** within a variety of contexts

3. Provide **useful** information for teachers and students:

- For example, a Level 2A writer **is able to** meet limited practical writing needs. Can write short messages, postcards, and take down simple notes, such as telephone messages. Can create statements or questions within the scope of limited language experience. Material produced consists of recombinations of learned vocabulary and structures into simple sentences on very familiar topics. Use of language is inadequate to express in writing anything but elementary needs. Frequent errors in grammar, vocabulary, punctuation, and spelling, but writing can be understood.

Teachers and students can **use** this information, an assigned proficiency level, to plan instruction. It provides teachers/students with specific information regarding what they will teach to and be evaluated on; therefore, both teachers and students can be held accountable for performance.

4. **Relate to** contemporary **life**: based on authentic materials

- Students use real reading materials such as newspapers, magazines, public information phamplets

Grade Levels:

1. Describe a score based on one specific standardized test

2. Are **not useful** for teachers/students in planning:

- Teachers/students cannot use the grade level score to provide specific guidelines **for instruction**. Grade levels do not describe specifically what a student can **DO**.

- For example, a 3.6 writer can do WHAT? What does a 3.6 writer **DO**? What does this score **mean**? This type of useful description is not provided in grade level scores.

- Students do not know **how** they are being evaluated. Based on what?

3. Are based on **contrived** material rather than authentic, real-life contexts.

- For example, students read **contrived** passages. Passages written to match a contrived grade level, not to match real life.

4. Provide one easy quantified score. Easy for administrators to use in policy-making, for labeling populations, and so on, but not useful for instruction.

IN CONCLUSION:

1. Every assessment has errors.

2. Every number assigned to an assessment has errors.

3. There is **NO** precise instrument.

4. Therefore, **multiple assessments** are necessary.

5. Given the limitations of **most** assessments, the type of assessment administered might as well be **useful** to both students and teachers since they are the active participants in the assessment process. In this regard, proficiency levels, based on performance assessments, have much greater potential for providing **useful, meaningful, information** and are a valid alternative and/or supplement to standardized tests.

WRITING: USING PROCESS

ASSESSMENT PLAN

Ability: To flexibly use the writing process--pre-writing, drafting, review (including peer review) revise, and edit.

COMPONENTS	INSTRUMENTS (STIMULUS/CONTEXT)	CRITERIA	PERFORMANCE	JUDGMENT BY ASSESSOR (incl. self)	FEEDBACK	EVALUATION
1. To understand each step of the writing process. 2. To practice using the writing process in a variety of different settings. 3. To choose several best samples from each stimulus/ context instrument for inclusion in portfolio.	1. Students will write a variety of lists: i.e. grocery, pre-writing lists, to do lists, goal setting, etc. 2. Students will write a variety of personal messages: i.e., phone messages, postcards, home messages. 3. Students will write a variety of letters: i.e., personal letters, business cover letters. 4. Students will complete a variety of forms: i.e., job applications, order forms. 5. Students will write a variety of para-phrases: i.e, based on reading assignments, interviews, etc. 6. Students will write a variety of descriptions: i.e., job descriptions, ideal job, qualities of good employees, parenting, "how to" problems, how to look for a job, past personal successes.	See Assignment Scoring Rubric for specific performance criteria.	See Assignment Scoring Rubric for description of performance.	See Student/Teacher Feedback and Reflection Guide for individual assignments.	See Student/Teacher Feedback and Reflection Guide for individual assignments.	Students evaluate assignments using scoring rubrics and Feedback/Reflection Guides with teacher guidance.

ATTACHMENT F

COMPONENTS	INSTRUMENTS (STIMULUS/CONTEXT)	CRITERIA	PERFORMANCE	JUDGMENT BY ASSESSOR (incl. self)	FEEDBACK	EVALUATION
	7. Students will write a variety of summaries: i.e., biographical, work, and school experiences, resumes, occupational outlook handbook job descriptions.					

Ability: To read "real" material orally, with appropriate expression, and to accurately answer corresponding comprehension questions.

COMPONENTS	INSTRUMENT (STIMULUS/CONTEXT)	CRITERIA	PERFORMANCE	JUDGMENT BY ASSESSORS (Incl self)	FEEDBACK	EVALUATION
1. To identify headings of real reading materials as relating to specific topics. 2. To identify vocabulary from reading materials that require research/ thinking about meaning/ pronunciation. 3. To practice reading material aloud on tape and to listen to playback of tape for evaluation of oral reading. 4. To answer comprehension questions orally. 5. To choose several "best" samples (on tape) from each stimulus/context instrument for inclusion in portfolio.	1. Given a variety of "real" reading materials, student will be asked to orally read/record and answer comprehension questions (orally): •news articles •magazine articles •menus •schedules •maps •signs •public information pamphlets •GTC program descriptions •drivers' education booklet •other "real" reading materials	See Assignment Scoring Rubric for specific performance criteria.	See Assignment Scoring Rubric for description of performance.	See Student/Teacher Feedback and Reflection Guide for individual assignments.	See Student/ Teacher Feedback and Reflection Guide for individual assignments.	Students evaluate assignments using rubrics and Feedback/Reflection Guides with teacher guidance.

CONTRIVED READING

Ability: To read contrived reading passages orally, with apprpriate expression, and to accurately answer corresponding comprehension questions.

COMPONENTS	INSTRUMENT (STIMULUS/CONTEXT)	CRITERIA	PERFORMANCE	JUDGMENT BY ASSESSORS (Incl self)	FEEDBACK	EVALUATION
1. To read sight words (at appropriate level to passage) and to demonstrate ability to use phonetic principles only when necessary to sound out words.	1.Given a list of sight words, (Frylist) student will orally read/record sight words.	See Assignment Scoring Rubric for specific performance criteria.	See Assignment Scoring Rubric for description of performance.	See Student/Teacher Feedback and Reflection Guide for individual assignments.	See Student/ Teacher Feedback and Reflection Guide for individual assignments.	Students evaluate assignments using scoring rubrics and Feedback/ Reflection Guides with teacher guidance.
2. To practice reading several contrived passages (corresponding to sight word lists) aloud on tape and to listen to playback of tape for evaluation of oral reading.	2.Given contrived reading passages (which correspond to sight word lists) student will orally read/record passages.					
3. To answer comprehension questions orally.	3.Students will orally answer comprehension questions from contrived reading passages.					
4. To choose several "best" samples (on tape) from each stimulus/context instrument for inclusion in portfolio						

Assignment Description: _____ Student_____ Date_____

Teacher_____ Date_____

WRITING: USING PROCESS

ASSIGNMENT SCORING RUBRIC: LISTS

	Circle your response/points: yes	no	points awarded
Does your list make sense? Is it complete?	30	zero	____
Does your list have a title?	10	zero	____
Did you read your writing aloud to listen for repetitions and omissions?	5	zero	____
Did you try to review/revise your work? (attach evidence)	40	zero	____
Did you ask another student to review your work?	5	zero	____
Did you complete feedback questions?	10	zero	____
Total Points			____

Grading System:

100 - 93 = A
92 - 83 = B
82 - 73 = C
72 - under = Re-do assignment

FINAL GRADE ____

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Assignment Description: _____ Student_____ Date_____

Teacher_____ Date_____

WRITING: USING PROCESS

ASSIGNMENT SCORING RUBRIC: MESSAGES

	Circle your response/points: yes	no	points awarded
Does your message make sense?	15	zero	_____
Were ideas written in correct order?	5	zero	_____
Did you sign your message?	5	zero	_____
Did you read your writing aloud to listen for repetitions and omissions?	5	zero	_____
Did you try to review/revise your work? (attach evidence)	5	zero	_____
Did you ask another student to review your work?	5	zero	_____
Section One: Total Points _____	**Total Points**		_____

Use of Writing Mechanics

Capitalization			Number of Errors
0 errors	10	I	_____
1-5 errors	7		
6-10 errors	4	First letter of first word of sentence	_____
11-15 errors	2		
16+ errors	0	First letter in names (i.e., Peter, Mary)	_____
		Greeting and closing (i.e., Dear Larry)	_____
		Days of the week (i.e., Monday)	_____
		Months of the year (i.e., January)	_____
		Social titles (i.e., Ms., Mr.)	_____
		Proper nouns (i.e., Racine)	_____
		Holidays (i.e., Christmas)	_____
		Other _____	_____
Section Two: Total Points _____		**Total Errors: Capitalization**	_____

Punctutation — Number of Errors

0 errors	10	Period or question mark at end of sentence	_____
1-5 errors	7		
6-10 errors	4	Commas in dates and places (i.e., January 19, 1994 Racine, WI)	_____
11-15 errors	2		
16+ errors	0	Commas to separate items in series (i.e., I laughed, cried, and screamed.)	_____
		Commas in greeting and closing (i.e., Dear Sandy, Love, Paul)	_____
		Other _____	_____

Section Three: **Total Errors: Punctuation** _____
Total Points _____

Spelling

3 yes responses	10	Did you ignore spelling concerns in the Pre-writing, Drafting, Review/Revise stages?	yes no
2 yes responses	7		
1 yes response	4		
0 yes responses	0		
		Did you check for spelling errors in the Editing stages?	yes no
		Did you try using a dictionary?	yes no

Section Four:
Total Points _____

GRAMMAR/USAGE:

Subject/Verb Agreement — Number of Errors

0 errors	10	is/are	_____
1-2 errors	7		
3-4 errors	4	has/have	_____
5+ errors	0		
		was/were	_____
		other _____	_____

Section Five: **Total Errors: Subject/Verb Agreement** _____
Total Points _____

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Plurals — Number of Errors

0 errors	10	Use correct singular or plural form of noun (i.e., The mailman brought two letters.)	_____
1-2 errors	5		
3+ errors	0		

Section Six: **Total Errors: Plural** _____
Total Points _____

Verb Tense

0 errors	10	Use correct form of regular verbs (ed, ing, s, future "will")	_____
1-2 errors	7		
3-4 errors	4		
5+ errors	0		
		Use correct form of irregular verbs (i.e., bring, brought, etc.)	_____

Section Seven: **Total Errors: Verb Tense** _____
Total Points _____

TOTAL POINTS FOR THIS ASSIGNMENT: _____

Grading System:

100 - 93 = A
92 - 83 = B
82 - 73 = C
72 - under = Re-do assignment **FINAL GRADE** _____

Assignment Description: _____ Student_____ Date_____

Teacher_____ Date_____

WRITING: USING PROCESS

ASSIGNMENT SCORING RUBRIC: LETTERS

	Circle your response/points: yes	no	points awarded
Does your letter make sense and contain complete sentences?	4	zero	____
Did you read your writing aloud to listen for repetitions and omissions?	4	zero	____
Did you include all the necessary parts of the letter?			
Date	2	zero	____
Greeting	2	zero	____
Closing	2	zero	____
Body of Letter	2	zero	____
Was your letter in proper form?	8	zero	____
Did you address the envelope correctly?	8	zero	____
Did you try to review/revise your work? (attach evidence)	4	zero	____
Did you ask another student to review your work?	4	zero	____

Section One:
Total Points ____ **Total Points** ____

Use of Writing Mechanics:

Capitalization

			Number of Errors
0 errors	10	I	_____
1-5 errors	7		
6-10 errors	4	First letter of first word of sentence	_____
11-15 errors	2		
16+ errors	0	First letter in names (i.e., Peter, Mary)	_____
		Greeting and closing of letter (i.e., Dear Larry)	_____
		Days of the week (i.e., Monday)	_____
		Months of the year (i.e., January)	_____
		Social titles (i.e., Ms. Mr.)	_____
		Proper nouns (i.e., Racine)	_____
		Holidays (i.e., Christmas)	_____
		Other _____	_____

Section Two:
Total Points _____

Total Errors: Capitalization _____

Punctutation

			Number of Errors
0 errors	10	Period or question mark at end of sentence	_____
1-5 errors	7		
6-10 errors	4	Commas in dates and places (i.e., January 19, 1994 Racine, WI)	_____
11-15 errors	2		
16+ errors	0	Commas to separate items in series (i.e., I laughed, cried, and screamed)	_____
		Commas in greeting and closing (i.e., Dear Sandy, Love, Paul)	_____
		Other _____	_____

Section Three:
Total Points _____

Total Errors: Punctuation _____

Elizabeth Staehler-12/93
Gateway Technical College

Spelling

3 yes responses 10	Did you ignore spelling concerns in the Pre-writing, Drafting, Review/Revise stages?	yes	no
2 yes responses 7			
1 yes response 4			
0 yes responses 0			
	Did you check for spelling errors in the Editing stages?	yes	no
	Did you try using a dictionary?	yes	no

Section Four:
Total Points _____

GRAMMAR/USAGE:

Subject/Verb Agreement — Number of Errors

0 errors 10	is/are		_____
1-2 errors 7			
3-4 errors 4	has/have		_____
5+ errors 0			
	was/were		_____
	other _____		_____

Section Five: **Total Errors: Subject/Verb Agreement** _____
Total Points _____

Plurals

0 errors 10	Use correct singular or plural form of noun. (i.e., The mailman brought two letters.)	_____
1-2 errors 5		
3+ errors 0		

Section Six: **Total Errors: Plural** _____
Total Points _____

Verb Tense

0 errors	10	Use correct form of regular verbs (ed, ing,
1-2 errors	7	s, future "will")
3-4 errors	4	
5+ errors	0	

Use correct form of irregular verbs (i.e., bring, brought, etc.) _____

Section Seven:
Total Points _____

Total Errors: Verb Tense _____

TOTAL POINTS FOR THIS ASSIGNMENT: _____

Grading System:

100 - 93 = A
92 - 83 = B
82 - 73 = C
72 - under = Re-do assignment **FINAL GRADE** _____

Assignment Description: _____ Student_____ Date_____

Teacher_____ Date_____

WRITING: USING PROCESS

ASSIGNMENT SCORING RUBRIC: PARAPHRASES

	Circle your response/points: yes	no	points awarded
Does your paraphrase re-state what you read or listened to using your own words in complete sentences?	10	zero	____
Did you read your writing aloud to listen for repetitions and omissions?	5	zero	____
Did you try to review/revise your work? (attach evidence)	10	zero	____
Did you ask another student to review your work?	5	zero	____
Were ideas written in correct order?	10	zero	____
Section One: Total Points _____		**Total Points**	____

Use of Writing Mechanics:

Capitalization

			Number of Errors
0 errors	10	I	_____
1-5 errors	7		
6-10 errors	4	First letter of first word of sentence	_____
11-15 errors	2		
16+ errors	0	First letter in names (i.e., Peter, Mary)	_____
		Days of the week (i.e., Monday)	_____
		Months of the year (i.e., January)	_____
		Social titles (i.e., Ms. Mr.)	_____
		Proper nouns (i.e., Racine)	_____
		Holidays (i.e., Christmas)	_____
		Other _____	_____
Section Two: Total Points _____		**Total Errors: Capitalization**	_____

Punctutation — Number of Errors

0 errors	10	Period or question mark at end of sentence	_____
1-5 errors	7		
6-10 errors	4	Commas in dates and places	
11-15 errors	2	(i.e., January 19, 1994 Racine, WI)	_____
16+ errors	0		
		Commas to separate items in series	
		(i.e., I laughed, cried, and screamed.)	_____
		Other _____	_____

Section Three: **Total Errors: Punctuation** _____
Total Points _____

Spelling

3 yes responses	10	Did you ignore spelling concerns in the	yes no
2 yes responses	7	Pre-writing, Drafting, Review/Revise	
1 yes response	4	stages?	
0 yes responses	0		
		Did you check for spelling errors in the	yes no
		Editing stages?	
		Did you try using a dictionary?	yes no

Section Four:
Total Points _____

GRAMMAR/USAGE:

Subject/Verb Agreement — Number of Errors

0 errors	10	is/are	_____
1-2 errors	7		
3-4 errors	4	has/have	_____
5+ errors	0		
		was/were	_____
		other _____	_____

Section Five: **Total Errors: Subject/Verb Agreement** _____
Total Points _____

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Plurals — Number of Errors

0 errors	10	Use correct singular or plural form of noun. (i.e., The mailman brought two letters.)	_____
1-2 errors	5		
3+ errors	0		

Section Six: **Total Errors: Plurals** _____
Total Points _____

Verb Tense

0 errors	10	Use correct form of regular verbs (ed, ing, s, future "will")	_____
1-2 errors	7		
3-4 errors	4		
5+ errors	0		
		Use correct form of irregular verbs (i.e., bring, brought, etc.)	_____

Section Seven: **Total Errors: Verb Tense** _____
Total Points _____

TOTAL POINTS FOR THIS ASSIGNMENT: _____

Grading System:

100 - 93 = A
92 - 83 = B
82 - 73 = C
72 - under = Re-do assignment **FINAL GRADE** _____

Elizabeth Staehler-12/93
Gateway Technical College

Assignment Description _____ Student_____ Date_____

Teacher_____ Date_____

WRITING: USING PROCESS

ASSIGNMENT SCORING RUBRIC: DESCRIPTIONS

	Circle your response/points: yes	no	points awarded
Does your description make sense and contain complete sentences?	8	zero	_____
Did you include a sufficient number of specific details, examples, and so on?	10	zero	_____
Did you read your writing aloud to listen for repetitions and omissions?	7	zero	_____
Did you try to review/revise your work? (attach evidence)	10	zero	_____
Did you ask another student to review your work?	5	zero	_____

Section One:
Total Points _____ **Total Points** _____

Use of Writing Mechanics:

Capitalization			Number of Errors
0 errors	10	I	_____
1-5 errors	7		
6-10 errors	4	First letter of first word of sentence	_____
11-15 errors	2		
16+ errors	0	First letter in names (i.e., Peter, Mary)	_____
		Days of the week (i.e., Monday)	_____
		Months of the year (i.e., January)	_____
		Social titles (i.e., Ms. Mr.)	_____
		Proper nouns (i.e., Racine)	_____
		Holidays (i.e., Christmas)	_____
		Other _____	_____

Section Two: **Total Errors: Capitalization** _____
Total Points _____

Punctuation — Number of Errors

0 errors	10	Period or question mark at end of sentence	_____
1-5 errors	7		
6-10 errors	4	Commas in dates and places (i.e., January 19, 1994 Racine, WI)	_____
11-15 errors	2		
16+ errors	0	Commas to separate items in series (i.e., I laughed, cried, and screamed)	_____
		Other _____	_____

Section Three: **Total Errors: Punctuation** _____
Total Points _____

Spelling

3 yes responses	10	Did you ignore spelling concerns in the Pre-writing, Drafting, Review/Revise stages?	yes no
2 yes responses	7		
1 yes response	4		
0 yes responses	0		
		Did you check for spelling errors in the Editing stages?	yes no
		Did you try using a dictionary?	yes no

Section Four:
Total Points _____

GRAMMAR/USAGE:

Subject/Verb Agreement — Number of Errors

0 errors	10	is/are	_____
1-2 errors	7		
3-4 errors	4	has/have	_____
5+ errors	0		
		was/were	_____
		other _____	_____

Section Five: **Total Errors: Subject/Verb Agreement** _____
Total Points _____

Elizabeth Staehler-12/93
Gateway Technical College

Plurals — Number of Errors

0 errors	10	Use correct singular or plural form of noun. (i.e., The mailman brought two letters.)	_____
1-2 errors	5		
3+ errors	0		

Section Six: **Total Errors: Plural** _____
Total Points _____

Verb Tense

0 errors	10	Use correct form of regular verbs (ed, ing, s, future "will")	_____
1-2 errors	7		
3-4 errors	4		
5+ errors	0		
		Use correct form of irregular verbs (i.e., bring, brought, etc.)	_____

Section Seven: **Total Errors: Verb Tense** _____
Total Points _____

TOTAL POINTS FOR THIS ASSIGNMENT: _____

Grading System:

100 - 93 = A
92 - 83 = B
82 - 73 = C
72 - under = Re-do assignment **FINAL GRADE** _____

Elizabeth Staehler-12/93
Gateway Technical College

Assignment Description: _____ Student_____ Date_____

Teacher_____ Date_____

WRITING: USING PROCESS

ASSIGNMENT SCORING RUBRIC: SUMMARIES

	Circle your response/points: yes	no	points awarded
Does your summary make sense and contain complete sentences?	10	zero	____
Did you analyze the data, list it, indicate what it means?	10	zero	____
Did you read your writing aloud to listen for repetitions and omissions?	5	zero	____
Did you try to review/revise your work? (attach evidence)	10	zero	____
Did you ask another student to review your work?	5	zero	____

Section One:
Total Points _____ Total Points _____

Use of Writing Mechanics:

Capitalization			Number of Errors
0 errors	10	I	_____
1-5 errors	7		
6-10 errors	4	First letter of first word of sentence	_____
11-15 errors	2		
16+ errors	0	First letter in names (i.e., Peter, Mary)	_____
		Days of the week (i.e., Monday)	_____
		Months of the year (i.e., January)	_____
		Social titles (i.e., Ms. Mr.)	_____
		Proper nouns (i.e., Racine)	_____
		Holidays (i.e., Christmas)	_____
		Other _____	_____

Section Two:
Total Points _____ **Total Errors: Capitalization** _____

Elizabeth Staehler-12/93
Gateway Technical College

Punctutation — Number of Errors

0 errors	10	Period or question mark at end of sentence	_____
1-5 errors	7		
6-10 errors	4	Commas in dates and places	
11-15 errors	2	(i.e., January 19, 1994 Racine, WI)	_____
16+ errors	0		
		Commas to separate items in series	
		(i.e., I laughed, cried, and screamed.)	_____
		Other _____	_____

Section Three: **Total Errors: Punctuation** _____
Total Points _____

Spelling

3 yes responses	10	Did you ignore spelling concerns in the	yes no
2 yes responses	7	Pre-writing, Drafting, Review/Revise	
1 yes response	4	stages?	
0 yes responses	0		
		Did you check for spelling errors in the	yes no
		Editing stages?	
		Did you try using a dictionary?	yes no

Section Four:
Total Points _____

GRAMMAR/USAGE:

Subject/Verb Agreement — Number of Errors

0 errors	10	is/are	_____
1-2 errors	7		
3-4 errors	4	has/have	_____
5+ errors	0		
		was/were	_____
		other _____	_____

Section Five: **Total Errors: Subject/Verb Agreement** _____
Total Points _____

Elizabeth Staehler-12/93
Gateway Technical College

Plurals — Number of Errors

0 errors	10	Use correct singular or plural form of noun (i.e., The mailman brought two letters.)	_____
1-2 errors	5		
3+ errors	0		

Section Six: **Total Errors: Plurals** _____
Total Points _____

Verb Tense

0 errors	10	Use correct form of regular verbs (ed, ing, s, future "will")	_____
1-2 errors	7		
3-4 errors	4		
5+ errors	0		
		Use correct form of irregular verbs (i.e., bring, brought, etc.)	_____

Section Seven: **Total Errors: Verb Tense** _____
Total Points _____

TOTAL POINTS FOR THIS ASSIGNMENT: _____

Grading System:

100 - 93 = A
92 - 83 = B
82 - 73 = C
72 - under = Re-do assignment **FINAL GRADE** _____

Elizabeth Staehler-12/93
Gateway Technical College

Assignment Description: _____

Student_____ Date _____
Teacher_____ Date _____

WRITING: USING PROCESS

ASSIGNMENT SCORING RUBRIC: GENERIC

	Circle your response/points: yes	no	points awarded
Does your writing make sense and did you use complete sentences?	5	zero	___
Did you read your writing aloud to listen for repetitions and omissions?	5	zero	___
Did you try to review/revise your work? (attach evidence)	5	zero	___
Did you ask another student to review your work?	5	zero	___
Did you include interesting details and examples?	5	zero	___
Did you complete feedback questions?	5	zero	___
Section One: Total Points____		**Total Points**	___

GRAMMAR/USAGE:

Articles, Prepositions, Infinitives			Number of Errors
0 errors	10	a, the	_____
1-2 errors	7		
3-4 errors	4	in, on, at	_____
5+ errors	0		
		to work; not to works or to working	_____
		other _____	_____
Section Two: Total Points____		**Total Points**	_____

Elizabeth Staehler-12/93
Gateway Technical College

Subject/Verb Agreement

			Number of Errors
0 errors	10	is/are	_____
1-2 errors	7		
3-4 errors	4	has/have	_____
5+ errors	0		
		was/were	_____
		other _____	_____

Section Three:
Total Points____ **Total Errors: Subject/Verb Agreement** _____

Plurals

			Number of Errors
0 errors	10	Use correct singular or plural form of noun (i.e., The mailman brought two letters.)	_____
1-2 errors	5		
3+ errors	0		

Section Four:
Total Points____ **Total Errors: Plural** _____

Verb Tense

0 errors	10	Use correct form of regular verbs (ed, ing, s, future "will")	_____
1-2 errors	7		
3-4 errors	4		
5+ errors	0		
		Use correct form of irregular verbs (i.e., bring, brought, etc.)	_____

Section Five:
Total Points____ **Total Errors: Verb Tense** _____

Elizabeth Staehler-12/93
Gateway Technical College

Use of Writing Mechanics:

Capitalization

			Number of Errors
0 errors	10	I	_____
1-5 errors	7		
6-10 errors	4	First letter of first word of sentence	_____
11-15 errors	2		
16+ errors	0	First letter in names (i.e., Peter, Mary)	_____
		Greeting and closing of letter (i.e., Dear Larry)	_____
		Days of the week (i.e., Monday)	_____
		Months of the year (i.e., January)	_____
		Social titles (i.e., Ms. Mr.)	_____
		Proper nouns (i.e., Racine)	_____
		Holidays (i.e., Christmas)	_____
		Other _____	_____

Section Six:
Total Points____

Total Errors: Capitalization _____

Punctuation

			Number of Errors
0 errors	10	Period or question mark at end of sentence	_____
1-5 errors	7		
6-10 errors	4	Commas in dates and places (i.e., January 19, 1994 Racine, WI)	_____
11-15 errors	2		
16+ errors	0	Commas to separate items in series (i.e., I laughed, cried, and screamed)	_____
		Commas in greeting and closing of letter (i.e., Dear Sandy, Love, Paul)	_____
		Other _____	_____

Section Seven:
Total Points____

Total Errors: Punctuation _____

Elizabeth Staehler-12/93
Gateway Technical College

Spelling

3 yes responses 10 2 yes responses 7 1 yes response 4 0 yes responses 0	Did you ignore spelling concerns in the Pre-writing, Drafting, Review/Revise stages?	yes no
	Did you check for spelling errors in the Editing stages?	yes no
	Did you try using a dictionary?	yes no

Section Eight:
Total Points____

****

TOTAL POINTS FOR THIS ASSIGNMENT:

Grading System:

100 - 93 = A
92 - 83 = B
82 - 73 = C
72 - under = Re-do assignment FINAL GRADE _____

Assignment Description: _____ Student_____ Date_____

Tape Counter Number: _____ Teacher_____ Date_____

CONTRIVED READING

ASSIGNMENT SCORING RUBRIC: SIGHT WORDS

	Circle your response/points: yes	no	points awarded
Did you orally read 85 percent of the words accurately?	75	zero	____
Were you able to use knowledge of phonics to "sound out" words you didn't know or use visual memory to identify words?	20	zero	____
Did you complete feedback questions?	5	zero	____
	Total Points		____

.....

Grading System:

100 - 93 points = A
92 - 83 points = B
82 - 73 points = C
72 - under = Re-do assignment **FINAL GRADE** _____

Elizabeth Staehler-12/93
Gateway Technical College

Assignment Description: _____ Student_____ Date_____

Tape Counter Number: _____ Teacher _____ Date_____

CONTRIVED READING

GRADING RUBRIC: CONTRIVED PASSAGES

	Circle your response/points:		
	yes	no	points awarded
Were you able to read orally the entire passage without help?	20	zero	____
Were you able to read with appropriate expression?	10	zero	____
Did you have less than 3 oral reading errors (i.e., words you needed help with or words read incorrectly)	15	zero	____
Did you answer all of the comprehension questions correctly?	40	zero	____
Did you listen to your taped reading and read along silently with the tape?	10	zero	____
Did you complete feedback questions?	5	zero	____

Grading System:

100 - 93 points = A
92 - 83 points = B
82 - 73 points = C
72 - under = Re-do assignment **FINAL GRADE** _____

Elizabeth Staehler-12/93
Gateway Technical College

Assignment Description: _____ Student _____ Date_____
Tape Counter Number: _____ Teacher _____ Date_____

REAL READING

ASSIGNMENT SCORING RUBRIC: "REAL" READING PASSAGES

	Circle your response/points:		
	yes	no	points awarded
Were you able to read most of the material without oral reading errors?	20	zero	_____
Did you read with appropriate expression?	10	zero	_____
Did you research (prior to reading) any vocabulary you found unfamiliar and practice pronouncing/ understanding it?	15	zero	_____
Were you able to answer at least 85 percent of the comprehension questions correctly?	40	zero	_____
Did you listen to your taped reading and read along silently with the tape?	10	zero	_____
Did you complete feedback questions?	5	zero	_____
	Total Points		_____

Grading System:

100 - 93 points = A
92 - 83 points = B
82 - 73 points = C
72 - under = Re-do assignment **FINAL GRADE** _____

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Gateway Technical College

Assignment Description: _____ Student_____ Date_____

CONTRIVED READING Teacher_____ Date_____

STUDENT/TEACHER FEEDBACK AND REFLECTION GUIDE

1. Did you complete the assignment? yes no

2. How many words were you unable to orally read? Number of Errors _____

3. What was your Grade on the assignment according to the rubric? _____

4. List your <u>strengths</u> as reflected in this assignment.

   Consider:

   - words you knew
   - comprehension
   - expression while reading aloud (listen to your tape)

   _____

   _____

   _____

   _____

   _____

5. List your <u>weaknesses</u> as reflected in this assignment.

   Consider:

   - words you did not know
   - comprehension questions you missed
   - lack of expression or inappropriate expression (listen to your tape)

   _____

   _____

   _____

   _____

   _____

6. How are you going to improve in your weak areas?

   _____

   _____

   _____

7. Did you feel confident while completing this assignment? Why or why not?

_____

_____

_____

8. Teacher Comments:

_____

_____

_____

9. Student Comments:

_____

_____

_____

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Gateway Technical College

Assignment Description: _____ Student _____ Date_____

"REAL" READING Teacher_____ Date_____

STUDENT/TEACHER FEEDBACK AND REFLECTION GUIDE

1. Did you complete the assignment? yes no

2. How many oral reading errors did you experience during your final taping? Number of Errors _____

3. What was your grade on the assignment according to the rubric? _____

4. List your strengths as reflected in this assignment.

_____

_____

_____

_____

Consider:

- words you knew or were able to figure out
- comprehension
- expression while reading aloud (listen to your tape)

5. List your weaknesses as reflected in this assignment.

_____

_____

_____

_____

Consider:

- List words you did not know or were not able to figure out
- comprehension questions you missed
- lack of expression or inappropriate expression (listen to your tape)

6. How are you going to improve in your weak areas?

_____

_____

_____

_____

Consider:

- How are you going to practice the words you missed? By additional reading, writing, on tape??

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Gateway Technical College

7. Did you feel confident while completing this assignment? Why or why not?

_____

_____

_____

_____

8. Teacher comments:

_____

_____

_____

9. Student comments:

_____

_____

_____

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Gateway Technical College

Assignment Description: _____ Student_____Date_____

WRITING: USING PROCESS Teacher_____Date_____

STUDENT/TEACHER FEEDBACK AND REFLECTION GUIDE

1. Did you complete the assignment using the Writing Process? yes no

2. How many total mechanical/grammatical errors did you have? Number of Errors _____

3. What was your Grade on the assignment according to the rubric? _____

4. List your <u>strengths</u> as reflected in this assignment.

   _____

   _____

   Consider:
   organization
   word choice
   mechanics
   sentences
   grammar

5. List your <u>weaknesses</u> as reflected in this assignment.

   _____

   _____

   Consider:
   organization
   word choice
   mechanics
   sentences
   grammar

6. How are you going to improve in your weak areas?

   _____

   _____

7. Did you feel confident while completing this assignment?
   Why or why not?

   _____

   _____

8. Teacher Comments:

   _____

   _____

9. Student Comments:

   _____

   _____

Elizabeth Staehler-12/93
Gateway Technical College

ATTACHMENT I

WISCONSIN BOARD OF VOCATIONAL, TECHNICAL AND ADULT EDUCATION

GRANT ACTIVITY MONITORING REPORT
FORM VE-VE-5 (END-OF-THE-YEAR REPORT)
Revised 08/93
Due: August 1

FOR STATE OFFICE USE:

WBVTAE BOARD REVIEW

a. State Consultant/Project Manager: _____
(signature)

b. Follow-up Required:
___None
___Specific Follow-up Action Required

c. Date Completed: _____

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1. **GRANT IDENTIFICATION**
Multiple activities submitted on a single uniform application form (UA/SAF) may be reported on a VE-VE-5.

a. VTAE District/Eligible Recipient: Gateway Technical College

b. Application Title: ABE Portfolio Assessment

c. Grant Number(s):
06-121-146-114
___-____-____-____
___-____-____-____

d. Funding Source:
__VEA __X AEA
__GPR __JTPA

e. Amount of Award: $_____

f. Dates of Activity: 7-1-93 to 6-30-94

2. **REPORTING INFORMATION**

a. Person Completed Report: Elizabeth Staehler

b. Phone (414) 631-7370

c. Date: June 10, 1994

3. **EVALUATION RESULTS**
Attach a narrative report. Reports should be typed, specific and concise. List EACH ACTIVITY funded by the grant, the PLANNED OUTCOMES, RESULTS, BARRIERS TO ACHIEVING RESULTS, EVALUATION ("How" have you evaluated), and STATISTICS (Breakdown of demographic data by male, female, ethnic data, disabilities, etc.), if applicable. Specific funding sources may require additional documentation. Statistics should come from the Client Reporting System when applicable.

SEE ATTACHMENT A

ATTACHMENT A - SUPPLEMENT TO GRANT EVALUATION REPORT, VE-VE-5

Project #: 06-121-146-114 Project Title: ABE Portfolio Report Date:

Activities	Planned Outcomes Measures/Standards	Results to-Date *detailed report attache
1. Pilot test a model for portfolio assessment in a variety of Gateway ABE settings: • OIC - Community Based Organization • JOBS - Welfare Recipients mandated to participate as a contingency of welfare receipt • ESL - Campus Learning Center • ABE - Campus Learning Center • Workplace Site (to be selected after grant award is received) This mix of settings include a wide range of populations covering a variety of levels, ethnic groups, ages, gender, welfare recipients, and at-risk youth.	1a. 30 Adult Basic Education students with a variety of learning challenges will be served in the pilot project; 1b. Determination of limitations/strengths of portfolio assessment in differing ABE settings (i.e., lab vs. classroom, etc.); 1c. The feasibility of using portfolio assessment within differing ABE instructional delivery systems/settings; 1d. Determination of staff development required to effectively utilize portfolio assessment for program improvement; 1e. An analysis of teacher time needed for effective use of portfolio assessment.	1a. 22 ABE and ESL students with a variety of learning challenges were served. The model was useable in both ABE and ESL settings. Both ABE and ESL students found value in the project. 1b. Compared to the control group of students, this test group of students demonstrated a higher degree of active engagement in planning, understandin and assessing their progress. The model was difficult, at times, to consistently implement in an ABE lab and ESL classroom. Teachers felt this could be made easier by use of aides, peer tutoring,et 1c. It is possible to use this model within ABE and ESL sites 1d. Initial staff development in use of the model is necessary for successful implementation. Subsequent planned teacher collaborations regarding imple mentation issues enhances use. 1e. Participating teachers require 1 day for initial inservice, 1 day for collaboration regardin implementation, and 1 day for conducting global assessment.

Project Results were evaluated by:

1. developing and administering student surveys: both closed and open-end questions
2. evaluating observations in teacher daily journals
3. reviewing student attendance patterns
4. conducting student/teacher interviews

Barriers to results:

The project did not serve the target number of students and settings due to a change in the original project plan regarding development of a model. Sharing of a model, developed by MATC - Madison and Professor Hayes, through teacher inservice, did not occur as planned at the beginning of the school year. Therefore, Elizabeth Staehler, (Gateway) spent the 1st semester developing a model and 2nd semester providing initial inservice, facilitation, and implementation of the model.

Gateway Technical College

Portfolio Assessment Project

Final Report

Submitted by: Elizabeth Staehler, ABE Instructor - GTC

June 10, 1994

Background:

During Semester 1, 1993-94, Elizabeth Staehler attended conferences with experts and practitioners, researched current literature, and developed a portfolio assessment model intended to assess growth in Reading and Writing. Development of the model was completed in December, 1993.

The model for using portfolios in ESL and ABE (below 5th grade level) included three main parts: an assessment plan, scoring rubrics including feedback and reflection guides, and proficiency guidelines for global assessment.

Two teacher planning days were held in January and final materials were made available to participating staff. Pilot use of the model began in January, 1994 and continued through May, 1994. Twenty-two students participated in the project in campus ESL classes and in the ABE lab.

A mid-term review was conducted in March, 1994. At that point, student and instructor feedback on the project was positive. Participating instructors made the following revisions, based on review results, and continued to implement the model during regular class and/or lab times.

Revisions at mid-term included:

1. Teachers developed and used revised rubrics.
2. Teachers used peer tutoring/review and paraprofessionals to help students use rubrics, review writing, lesson teacher load, etc.
3. Teachers focused more on providing instruction in writing; including building in transitional activities from contrived writing activities into authentic writing activities (i.e. asking students to transcribe a writing model on tape before asking students to write their own compositions)
4. Models of completed assignments were made available to students so they could see what a successful, completed assignment looked like.

A final review was conducted in May, 1994. Student and instructor feedback remained positive.

PROJECT RESULTS:

(Results collected from mid-term and final reviews. Reviews were conducted by evaluating information recorded in teacher daily journals, student attendance records, student/teacher interviews, and student surveys.)

Strengths:

1. The model format is very useable. It provides a simple framework to make sense of curriculum and assessment. It is very adaptable to many different student and institutional needs. i.e., use in occupational programs, use in ABE student transfer (to develop listing of essential skills for success in occupational programs), special needs students. The model easily folds into an exisitng curriculum.
2. Portfolio contents can be used with decision-makers (i.e., agency personnel, GTC administrators and counselors, students, etc.) to realistically plan for student's instruction and for program development. Meaningful information exists in portfolios in regards to process of learning and potential outlook.
3. Portfolio assessment required communication and anlaysis of instruction and learning. Teachers learned from dialogue with other teachers and students. Feedback was meaningful - specific, focused analysis of learning occurred. Feedback guides encouraged reflection which fostered student, teacher, curriculum, and program improvement.
4. Global assessment was much easier to conduct than expected due to well-written, very descriptive, proficiency guidelines. Assigning levels to 22 reading and writing portfolios, took approximately 2 hours. Teachers felt the process of assigning levels was a productive one; i.e., as a result, we could begin to plan for the next phase of instruction; we became sharper in observation skills of real performance; we began to see potential "holes" in the curriculum (i.e., areas not covered or just not documented).
5. Use of portfolio model facilitated a sense of student ownership regarding learning and progress. It encouraged an internal rather than external locus of control.
6. Teachers and students liked using the rubrics: performance standards were clear, model had integrity.
7. Students were actively engaged and required to produce evidence of their work within given standards.
8. It was useful for teachers to periodically review contents of portfolios... to view progress, lack of progress, emerging learning styles or patterns.
9. When surveyed, all students felt they were "accomplishing more in school."

10. When surveyed, most students felt that they learn by listening to their taped readings and by practicing repeated readings on tape.
11. Project activities utilized "real life" contexts.
12. Both ESL and ABE students found value in practicing their pronunciation on tape.
13. Student choice was built into the model; however, choice was structured within given activities.

Potential Problems/Issues:

1. The portfolio model was difficult at times to consistently implement in a lab setting and in ESL classroom...especially writing activities. This could be made easier by utilizing paraprofessionals trained in use of portfolio and/or by using more peer tutoring.
2. Collecting evidence to place in portfolio requires more time than previously thought: portfolio assessment needs to be used for longer than just one semester.
3. Initially, providing a model of a finished assignment including completed rubric could be helpful to teachers/students.
4. To successfully institute portfolio assesment will require additional years of trial and error for a solid start.
5. A process needs to be developed so that portfolio results are used by future teachers, the school, agencies, etc.
6. Student attendance patterns affect consistency of implementation and amount of evidence collected.
7. Rubrics need to be periodically revised to enhance clarity, address essential skills, and remain current.
8. For very low level students, it was difficult to move from contrived reading to real reading and from being essentially a non-writer to writing.
9. Meaningful feedback was difficult to obtain in an ESL classroom without the assistance of a bilingual aide - interpreter.
10. Meaningful feedback requires self-reflection and that takes time which is a limited resource in most ABE labs and ESL classrooms.
11. ESL students may not always need to receive letter grades on assessments; instead, teacher judgment can be utilized to determine when a grade is necessary to communicate results and when it isn't.
12. Global assessment is limited to what the student has been exposed to in school and what has been collected in a portfolio; i.e., with some students the teacher felt they could be at Level 1C, but had no evidence in portfolio to support that level, so student was assigned to Level 1B.
13. Providing specific feedback to students is very important and appreciated. It is especially good to use feedback in the context of learning. i.e., in a completed essay, point out, make connections between basic grammar rules and essay, etc.

Plans For Improvement of Existing Model:

1. Students could view simulations of "expert" performances and "think alouds" of the process employed to produce the performance. i.e, show videos of an accomplished writer who demonstrates and discusses the process (skills necessary, thinking) that occurs to obtain an excellent performance; then have students model the process.
2. Rubrics should continue to be revised: i.e., Writing rubric could be reduced to one page, including feedback and a graphic representation of student progress. Reading rubrics could be revised to include:
   "Were you able to read silently the entire passage without help?"
   "Were you able to read orally with appropriate expression?"
   "Did you underline words you didn't know?"
2. Global assessment - proficiency guidelines: there was a need for a clearer delineation between Level 1B and 1C in the Writing proficiencies. Proficiencies need to be shared with students, staff, agencies, etc. They need to be made public.
3. Transcriptions should be used more throughout the Reading and Writing activities. i.e., present Contrived Writing as: 1) students write contrived paragraph using word lists 2) they read paragraph on tape 3) they transcribe it 4) they write questions for it.
4. Teachers should keep models of student work to show other students.
5. Students should be given a choice regarding ownership of portfolio. If they choose to keep the portfolio, the school would need to make copies of its contents. In this regard, carbon copies of rubrics and feedback guides could be kept by the school.
6. Teachers could have work stations set up in labs/classrooms to address all areas of assessment plan. (i.e. Writing station would include all project activities available for student choice; same with Reading).

Future Use of Model:

The portfolio model could be:

1. Adapted and used in ABE to develop some of the essential skills required for entry into occupational programs (i.e., Nursing: what are essential entry skills in RN program? Incorporate these skills into a portfolio using this model and administer to ABE students preparing for transfer into the program)
2. Used as an addition to ABE lab time in a Reading/Writing Workshop class.
3. Flexibly used throughout the school in labs and classrooms: i.e. as long as teachers are made aware of it, they could make decisions regarding what students to encourage regarding use of portfolios; those students that require extra support and more emphasis on process i.e., many special needs students
4. Extended for ABE to include 7th and 8th grade levels - people trying to get a GED.
5. Used to encouage planned collaboration with other teachers using portfolio model i.e., assign a portfolio project facilitator and expand on use of model with

other teachers: i.e., build in time for participating teachers to periodically meet to discuss implemenation issues, evaluate portfolio contents, etc.
6. Shared with other WTCS districts through staff development activities via distance education. Gateway is currently designing a unit of instruction which presents the portfolio model, including how to adapt it to a variety of instructional settings throughout the WTCS. A distance education format, consisting of audio cassettes, print supplements, and audioconferencing, will be used to deliver the instruction.

Practical Application: How to Develop an Assessment Plan

This unit will focus on the development of an assessment plan for use in the portfolio process. Using an assessment plan is important to keep track of instructional goals and objectives and systematically deal with them.

The map below describes the major topics covered in this unit:

Unit Map:

Developing an Assessment Plan:

Broad Abilities

Ability Components

Performance Objectives

Performance Criteria

Feedback/Evaluation

Objectives

After completing this unit you should be able to:

1. Describe each step in the assessment plan framework presented in this unit.

2. Complete each step of the assessment plan - using a content area/level of your choice

3. Use each step in the assessment plan to implement portfolio assessment.

How the Unit is Organized

This unit is designed to assist you in applying the assessment plan (using a content area/level of your choice) as it relates to portfolio assessment The unit first presents the assessment plan framework and gives examples of plan activities. It gives an assignment for each step of the plan that you should complete before moving to the next section. When you have finished all assignments in this unit, you will have a complete written assessment plan for use in the portfolio process.

The Assessment Plan Worksheet

You will use this worksheet in Assignment One at the end of this section. For now, just read through it and the example that follows.

Assessment Plan Worksheet

Ability:

Components	Performance Objectives (Stimulus/Context)	Performance Criteria	Feedback/Evaluation

Remember that the portfolio is to be used to reveal to the student and instructors, through the observation of multiple examples of performances, in different times and contexts, how the students is developing as a learner. The portfolio consists of a variety of performance-based assessments and uses specific criteria and authentic (real life) materials and activities. The portfolio is designed to serve the practical instructional and evaluation needs of the teacher and student. It is designed to provide useful information to both the teacher and student.

As you're reviewing the plan framework, think of a specific content area or unit of instruction. Jot down some skills you feel are essential for students to learn. How might you provide meaningful learning activities that transfer to real life? What would you expect your students to be able to DO as a result of your instruction? How might you score each assignment? Based on what specific criteria? How could you provide feedback to your students and encourage them to give feedback to you regarding instruction? How might you provide opportunities for student practice using multiple contexts?

Phase one - Identification of Essential Skills: Developing Broad Abilities, Ability Components, and Performance Objectives

Identification of essential skills is the first step in the assessment process. Choose a content area in which you want to implement portfolio assessment (i.e., ABE - Writing, Level 1) and ask yourself the following questions:

1. What skills are essential for your students to master? How do these skills transfer to real life? Can you list these skills?

2. How could these skills be organized? Is it possible to diagram this information?

3. What is the relationship between each of the skills? Are there skills that are prerequisites of other skills? Can prerequisites skills be arranged to build on each other?

4. What should learners be able <u>to do</u> when they complete this program of instruction?

<u>Example:</u> Developing Broad Abilities, Ability Components, and Performance Objectives:

(Remember, when writing objectives, describe what the learner will be able to DO at the end of instruction. Objectives can then help the instructor focus on learner outcomes and can provide the students with a clear understanding of what they will be expected to DO to provide evidence of successful learning.)

<u>Chosen Content Area/Level: ABE Writing 0-5 level</u>

1. What skills are <u>essential</u> for your students to master? Can you list these skills?

One of our major goals in ABE is to encourage our students to read and write, not only at school, but in their daily lives. In the real world, students often need to: write lists, messages, letters, complete forms, paraphrase what has been said or read, describe information, and summarize information.

2. How could these skills be organized? Is it possible to diagram this information?

In analyzing learner needs, the information can be organzied into: Broad Abilities, General Components, and Performance Objectives (that identify

instruments/context). It is possible to diagram this information as illustrated in the Assessment Plan Worksheet example.

3. What is the relationship between each of the skills? Are there skills that are prerequisites of other skills? Can prerequisites skills be arranged to build on each other? What should learners be able to do when they complete this program of instruction?

As outlined below, skills can be arranged from general to specific. Performance objectives describe what learners should be capable of doing as a result of instruction.

Assessment Plan Worksheet Example

I. Broad Abilities

Ability: To flexibly use the writing process -- pre-writing, drafting, review (including peer review) revise, and edit

II. General **Components**

1. To understand each step of the writing process.
2. To practice using the writing process in a variety of different settings.

III. **Performance Objectives** (that identify instruments : stimulus/context).

1. Students will write a variety of lists: i.e., grocery, pre-writing lists, to do lists, goal setting, etc.
2. Students will complete a variety of forms: i.e., job applications, order forms.
3. Students will write a variety of personal mesages: i.e., phone messages, postcards, home messages.
4. Students will write a variety of letters: i.e., personal letters, business cover letters, etc.
5. Students will write a variety of paraphrases: i.e, based on reading assignments, interviews, etc.
6. Students will write a variety of descriptions: i.e., job descriptions, ideal job, qualities of good employees, parenting, "how to" problems, how to look for a job, past personal success. etc.
7. Students will write a variety of summaries: i.e., biographical, work, and school experiences, resumes, occupational outlook handbook job descriptions.

Assignment Number One:

Now that you have reviewed the assessment plan worksheet and an example of the worksheet applied to a specific content area, it is important that you identify essential skills in a specific content area/level and develop Broad Abilities, General Ability Components, and Performance Objectives for that area. Objectives are critical to planning the design of instruction and to measuring learner performance. Using the Assessment Plan Worksheet as a guide, complete the Abilities, Components, and Performance Objectives in a content area of your choice. Choose an area that is not so large that you will be overwhelmed and not so trivial that you cannot follow this approach. For example, the content area could be a portion of a class.

After doing this assignment, you should have a fairly complete analysis of the content area you selected. Read it over and see if there are any questions or concerns you have. Also compare your worksheet to the example worksheet given previously.

Phase two - Developing Performance Criteria

After you have identified essential skills and have developed broad abilities, ability components, and performance objectives, you are ready to address the issue of performance criteria. The intent is to make standards of performance very clear and to share criteria with your students before, during, and after completion of the assignment.

Jot down some ideas for one of your performance objectives. Ask yourself the following questions:

1. How will you measure student performance? Based on what criteria? What makes a good performance? Would you score using points, or just a listing of criteria? Letter grade, or general overall comment?

2. How could this criteria be organized? Is it possible to diagram this information?

The crieria should be very specific so that the student and teacher know exactly what is a good performance. Remember, the focus is on producing a quality piece of work.

Example of Developing Performance Criteria:

Using the performance objective, "Students will write a variety of letters: i.e., personal letters, business, cover letters, etc.":

1. How will you measure student performance? Based on what criteria? What makes a good performance? Would you score using points, or just a listing of criteria? Letter grade, or general overall comment?

One of the performance objectives requires the student to write a variety of letters (personal, business, etc.) Specific performance criteria must identify what elements are essential for an excellent letter. For instance, does the letter make sense? Did the student include all the necessary parts such as date, greeting, closing? Did the student make accurate use of writing mechanics such as capitalizing proper nouns, the greeting, closing, etc.? Did the student attach evidence of review/revision? Points will be given for criteria met and a grade will be assigned according to a point system.

2. How could this criteria be organized? Is it possible to diagram this information?

The performance criteria could be organized on a rubric. For instance, the rubric might look like Attachment G. Review this attachment again carefully.

Assignment Number Two:

Identify specific criteria for one of your performance objectives and develop a rubric.

Phase Three - Building In Feedback

After you have identified specific performance criteria to judge individual assignments, you are ready to address the issue of feedback. After the student and teacher complete a scoring rubric and reach consensus, they should take the time to reflect on their performance...both student performance and teacher performance. This process should require students and teachers to give specific feedback. In this regard, both students and teachers begin to see the value in self-evaluation as a tool to promote learning. They begin to see the importance of learning through evaluation. Evaluation becomes meaningful.

Jot down some ideas for eliciting feedback from your students and for giving specific feedback to your students. Remember, the focus should be on producing a quality performance. Ask yourself the following questions:

1. What are some general areas that students could reflect on? How might reflection in these areas improve future performances and aid learning?

2. How could feedback questions be organized? Is it possible to diagram this information?

Example of Building in Feedback:

Using the content area of ABE Writing 0-5 level as described in the above examples:

1. What are some general areas that students could reflect on? How might reflection in these areas improve future performances and aid learning?

Students could reflect on their strengths and weaknesses as evidenced in the assignment. What specifically are they quite capable of doing and what still needs work? For example, the students could list what they viewed as their strengths and weaknesses as well as how to improve in weak areas. Teachers could follow with their view of student strengths and weaknesses and methods for improvement. This cycle of feedback could be repeated in relationship to teacher performance.

2. How could feedback questions be organized? Is it possible to diagram this information?

The feedback questions could be organized on a simple form. For instance, a feedback and reflection guide such as Attachment H. Review this attachment again carefully.

Assignment Number Three:

Identify general areas for reflection and to elicit feedback on performance in your chosen content area. Develop a form or guide to organize for systematic feedback.

Final Assignment:

Practice using your newly developed assessment plan for a semester and remember to reflect on your performance. You might want to keep a journal of your thoughts regarding implementation of the plan...ways to improve it, things you like, related issues, unanticipated results, etc.

Summary of Key Points:

1. Identification of essential skills is the first step in the assessment process.

2. When writing objectives, describe what the learner will be able to DO as a result of instruction.

3. In developing performance criteria, the intent is to make standards of performance very clear. Share criteria with your students before, during, and after completion of the assignment.

4. Giving specific feedback encourages students and teachers to see evaluation as a tool to promote learning.